

## The College at Brockport: State University of New York Digital Commons @Brockport

---

College of 2025 Conversations

College of 2025

---

2-12-2013

# 2025 Conversation - 2/12/2013

The College at Brockport

Follow this and additional works at: [http://digitalcommons.brockport.edu/college\\_2025\\_docs](http://digitalcommons.brockport.edu/college_2025_docs)

---

### Repository Citation

The College at Brockport, "2025 Conversation - 2/12/2013" (2013). *College of 2025 Conversations*. 6.  
[http://digitalcommons.brockport.edu/college\\_2025\\_docs/6](http://digitalcommons.brockport.edu/college_2025_docs/6)

This Article is brought to you for free and open access by the College of 2025 at Digital Commons @Brockport. It has been accepted for inclusion in College of 2025 Conversations by an authorized administrator of Digital Commons @Brockport. For more information, please contact [kmyers@brockport.edu](mailto:kmyers@brockport.edu).

## 2025 Dinner Conversation

February 12, 2013

Hosted by: Summer Reiner, Counselor Ed

Attendees: Paul Tankel, Facilities Planning; Roger Kurtz, ENG; Amanda Lipko-Speed, PSY; Susan Seem, EDC; Jim Tobin, EDA

In my opinion, the event was wonderful. The first half hour was spent just chatting and getting to know each other better. We sat down for dinner at 6pm and started talking about 2025. As a group, we had a really nice balance of perspectives and experiences at the college, which allowed for varied discussion. Our group did a nice job of staying to the task of thinking about 2025 without looking for specific outcomes. People raised ideas that they thought would support both our college's health and the learner in the future. The event ended around 7:45 (2 hours 15 minutes). There were many benefits, from discussing the task at hand, to getting to know colleagues better, to getting to know our college (and programs) better. Attendees reported that event was fun and engaging.

Some main points raised were:

- Our DNA can be recognized by our investment in students as individuals. In other programs (large universities or online programs), students can be lost in the shuffle. Our group really believed that small class sizes, a focus on the development of the individual, and a deep commitment to developing a caring community of learning would set us apart from the "competition". We believed that our current reputation is that we provide students with a solid, affordable education. We thought it would be important to build upon that reputation, while also really selling the sense that Brockport is a place where the student is nurtured to develop him- or her-self.
- Faculty need more professional development around assisting students in their skill deficit areas. An example raised was the poor writing ability of students. Many of our participants were never taught how to teach good writing. So instead of teaching students how to write better, we simply correct them.
- We need to consider how we can strategically and purposefully support students who are not academically prepared to succeed in college. One idea was to model the International ELA program (that supports the learning of English for an intensive period, with hopes that some of those students would choose Brockport) and create intensives for college-readiness and hope that some of those really successful students would then choose Brockport.
- The college should look to be better integrated into the Brockport community. Some raised the idea that better integration with the community would lead to better support for our future (the community would rally against forces that would challenge our long-term health). Some suggested more investment in service-learning courses that seek to support the Brockport community, while also offering our students hands-on experiences.
- The college should use the natural resources available to us in the community to enhance our college experience and relationship with the village. An example raised was the Canal. While it is a beautiful water feature, we do very little to take advantage of it. Ideas were raised from offering Crew to hosting festivals (thus exposing more folks to our campus) to using it for teaching purposes (including service learning opportunities).
- The college should continue to support inter-departmental collaborations as they help students to see how their learning in each discipline is inter-connected and can support the transferable skills that will be necessary for the workforce beyond 2025
- The college should not seek to invest too much energy in trying to imagine the future technology, but rather should focus on the future learner. The k-12 Common Core was raised as an important area for all college faculty to engage in professional development. Our future students will learn according to these standards and we need to be prepared for those learners. While faculty in the PEU are beginning to be exposed to the Common Core, their focus is on preparing future teachers, not on receiving future college students (who will have learned under the new standards). Furthermore, there were suggestions that we develop Faculty Learning Communities with K-12 teachers and our faculty.
- We need to do a better job of selling our great programs. We were all amazed to learn about great things we were all doing in the community, but that others of us never heard about. We have many hidden gems, which should be highlighted.